

Rutgers University Libraries Information Literacy Goals and Outcome Expectations*

General Goal	Department Goals and Objectives
<p>Students will determine the nature and extent of the information needed.</p>	<p>Define and articulate the need for information.</p> <ul style="list-style-type: none"> • Identify key concepts and terms that describe the information need. <p>Identify a variety of types and formats of potential sources for information.</p> <ul style="list-style-type: none"> • Know how information is formally and informally produced, organized and disseminated. • Recognize that knowledge can be organized into disciplines that influence the way information is accessed. • Identify the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, books). <p>Reevaluate the nature and extent of the information need.</p> <ul style="list-style-type: none"> • Review the initial information need to clarify, revise, or refine the question.
<p>Students will access needed information effectively and efficiently.</p>	<p>Select the most appropriate investigative methods or information retrieval systems for accessing the needed information.</p> <ul style="list-style-type: none"> • Identify appropriate investigative methods (e.g. laboratory experiment, simulation, fieldwork). <p>Construct and implement effectively-designed search strategies.</p> <ul style="list-style-type: none"> • Develop a research plan appropriate to the investigative method. • Identify keywords, synonyms and related terms for the information needed. • Select controlled vocabulary specific to the discipline or information retrieval source. <p>Construct a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncations, and proximity for search engines; internal organizers such as indexes for books).</p> <p>Retrieve information online or in person using a variety of methods.</p> <ul style="list-style-type: none"> • Use specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices,

	<p>communication resources, experts and practitioners).</p> <p>Refine the search strategy if necessary.</p> <ul style="list-style-type: none"> • Assess the quantity, quality, and relevance of the search result to determine whether alternative information retrieval systems or investigative methods should be utilized. • Identify gaps in the information retrieved and determine if the search strategy should be revised. • Repeat the search using the revised strategy as necessary. <p>Extract, record, and manage the information and its sources.</p> <ul style="list-style-type: none"> • Differentiate among the types of sources cited and understand elements and correct syntax of a citation for a wide range of resources. • Record all pertinent citation information for future reference.
<p>Students will evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.</p>	<p>Articulate and apply initial criteria for evaluating both the information and its sources.</p> <p>Determine whether the initial query should be revised.</p> <ul style="list-style-type: none"> • Determine if original information need has been satisfied or if additional information is needed. • Review search strategy and incorporate additional concepts as necessary. • Review information retrieval sources used and expand to include others as needed.
<p>Students will, individually or as members of a group, use information effectively to accomplish a specific purpose.</p>	<p>[This standard is primarily the province of the teaching faculty. Librarians can assist with this effort, but not address it independently with existing programs.]</p>
<p>Students will understand many of the economic, legal, and social issues surrounding the use of information and will access and use information ethically and legally.</p>	<p>Understand many of the ethical, legal and socio-economic issues surrounding information and information technology.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material. <p>Acknowledge the use of information sources in communicating the product or performance.</p> <ul style="list-style-type: none"> • Select an appropriate documentation style and use it consistently to cite sources.

* From the Middle States Reaccreditation (2008) self-study report, “Educational Change at Rutgers: An Institutional Self-Study” (http://middlestates.rutgers.edu/report_final.shtml), Section VI: Assessment of Student Learning (<http://middlestates.rutgers.edu/pdf/sectionVI.pdf>), pages 38-39.